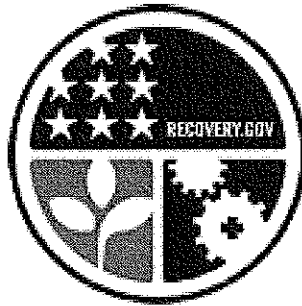


# **Puerto Rico Application for Funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program**

**CFDA Number: 84.394**



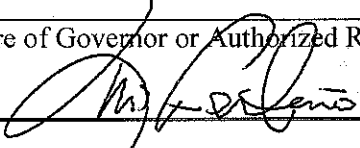
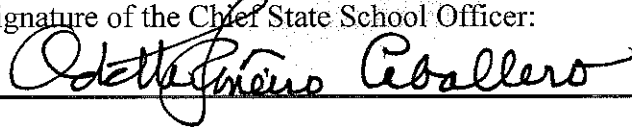
**U.S. Department of Education**

**Washington, D.C. 20202**

**STATE FISCAL STABILIZATION FUND PHASE II APPLICATION**

**PART 1: APPLICATION COVER SHEET**

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor):  Office of the Governor, Commonwealth of Puerto Rico	Applicant's Mailing Address:  La Fortaleza PO Box 9020082 San Juan PR 00902-0082
State Contact for the Education Stabilization Fund  Name: Marcos Rodriguez-Ema  Position and Office: <b>Governor's Chief of Staff</b>  Contact's Mailing Address:  La Fortaleza PO Box 9020082 San Juan PR 00902-0082  Telephone: (787) 725-0608  Fax: (787) 721-1472  E-mail address: osg@fortaleza.gobierno.pr	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Luis G. Fortuño, Governor	Telephone: (787)721-7000
Signature of Governor or Authorized Representative of the Governor: 	Date: 1/7/10
Recommended Statement of Support from the Chief State School Officer (Optional): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): <input checked="" type="checkbox"/> Odette Piñeiro Caballero	Telephone: (787)773-5800
Signature of the Chief State School Officer: <input checked="" type="checkbox"/> 	Date: 1/5/2010

## **PART 2: MAINTENANCE-OF-EFFORT INFORMATION**

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.<sup>3</sup>
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

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<sup>3</sup> Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

## PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

### SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

**1. Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006      \$ 1,486,626,000

FY 2009      \$ 2,459,302,000

FY 2010\*     \$ 2,100,000,000

FY 2011\*     \$ \_\_\_\_\_

(\* Provide data to the extent that data are currently available.)

**2. Levels of State support for public institutions of higher education** *(enter amounts for each year):*

FY 2006      \$ 829,169,837

FY 2009      \$ 850,864,156

FY 2010\*     \$ 742,047,000

FY 2011\*     \$ \_\_\_\_\_

(\* Provide data to the extent that data are currently available.)

**3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and -
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

***Please see Attachment.***

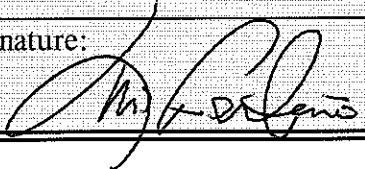
## PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

**The Governor or his/her authorized representative attests to the following:**

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): <b>Luis G. Fortuño, Governor</b>	
Signature: 	Date: <b>1/7/10</b>

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

- ☐ has already submitted a MOE Waiver Request to the US Department of Education.
- ☐ is submitting a MOE Waiver Request with this application package.

## PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

### Instructions

For each indicator and descriptor, please follow the specific directions in the boxes below. There are two basic types of elements: indicators and descriptors.

- An **indicator** requests a discrete response (e.g., a yes/no answer or short answer) about whether a State is collecting or publicly reporting certain information, as well as where the information can be found. Indicators that involve data already submitted by States to the Department through preexisting collections will only need to be confirmed. The Department will ask States to confirm whether or not these data are accurate and to verify public reporting of them. States need not submit the actual data for each indicator; rather, the data should be reported directly to the public per the application instructions.
- A **descriptor** asks about information which could be provided in a narrative response (e.g., about the development of a type of assessment or teacher evaluation system) about the progress or development of system elements. The Department of Education also asks whether information requested in descriptors is publicly reported. As with the indicators, States do not have to submit the actual descriptor information to the Department. Rather, the State must publicly report the information per the application instructions.

## I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).
(a)(1)	



**Please respond (Yes or No):** Are the data related to this indicator at <http://www.ed.gov/programs/statestabilization/indicator-a1.xls> correct?

<sup>1</sup> ☒ Yes, the data are correct.

<sup>2</sup> ☐ No, the data are not correct.

If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.<sup>3</sup> Click here to enter text.

**Please respond (check only one):**

<sup>4</sup> ☒ The State makes the data *publicly available* and updates the data *annually* on a website.

→ Provide the State website where the data are provided by the State to the public:<sup>5</sup> )  
[http://www.de.gobierno.pr/deportal/Descargas/HQT/HQT\\_Course\\_byEcon\\_0608.pdf](http://www.de.gobierno.pr/deportal/Descargas/HQT/HQT_Course_byEcon_0608.pdf).

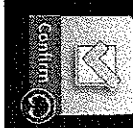
<sup>6</sup> ☐ The State makes the data *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
Provide the State website where the most recently updated data are provided by the State to the public:<sup>7</sup> Click here to enter text.



<sup>8</sup> ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Indicator (a)(2)**

Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 111(b)(8)(C) of the ESEA).

**Please respond (Yes or No):** Is the State's Teacher Equity Plan located at <http://www.ed.gov/programs/teacherqual/hqtplans/index.html> correct?

☒ Yes, the information is correct.

☐ No, the information is not correct.

→ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient.<sup>3</sup> [Click here to enter text.](#)

**Please respond (check only one):**

☒ The State makes the information *publicly available* and updates the information *annually* on a website.

Provide the State website where the information is provided by the State to the public:<sup>5</sup>  
<http://www.de.gobierno.pr/dePortal/Descargas/EQUITY%20PLAN%20JUNE%202008.pdf>

☐ The State makes the information *publicly available* on a website but updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>7</sup> [Click here to enter text.](#)

☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
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**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?

☒ <sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

☐ <sup>2</sup> The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

☐ <sup>4</sup> The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:

<sup>5</sup> [Click here to enter text.](#)

☒ <sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ <sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

<sup>8</sup> ☒ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup> ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available: <sup>10</sup> Click here to enter text.

<sup>11</sup> ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public: <sup>12</sup> Click here to enter text.

<sup>13</sup> ☒ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (a)(3)** Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.

**Please respond (check Yes or No):** Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?

<sup>1</sup> ☒ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☒ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?

<sup>1</sup> ☐ Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
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**Please respond (check Yes or No):** Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?

<sup>1</sup> ☐ Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
Provide the State website where the most recently updated data are provided by the State to the public:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☒ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Descriptor (a)(2)** Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.

**Please respond (check Yes or No):** Does the State collect a description of the system each LEA uses to evaluate the performance of principals?

☒ **X** Yes, the State collects this information.

**If Yes, please respond (check one):**

☐ <sup>2</sup> The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

☐ <sup>4</sup> The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> Click here to enter text.

☒ **X** The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ <sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Please respond (check Yes or No):** Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

<sup>8</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>9</sup> ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>10</sup> Click here to enter text.

<sup>11</sup> ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information are provided by the State to the public:  
<sup>12</sup> Click here to enter text.

<sup>13</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>14</sup> ☒ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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**Please respond (check one):** Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?

☒ Yes, the State collects this information.

**If Yes, please respond (check one):**

☐ The State makes the information *publicly available* and updates it *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

☐ The State makes the information *publicly available* on a website and updates it *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> Click here to enter text.

☒ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
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**Please respond (check one):** Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?

☒ Yes, the State collects these data.

**If Yes, please respond (check one):**

☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> Click here to enter text.

☒ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

## II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

**Indicator (b)(1)** Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.



**Instructions:** Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.

**Please respond (check Yes or No):** For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:

(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.

(2) Student-level enrollment, demographic, and program participation information?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.

(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.

4) The capacity to communicate with higher education data systems?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

**Please respond (check Yes or No):** For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

**Indicator  
(b)(2)**

**Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.**

**Please respond (check Yes or No):** Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?

☐ Yes. You are not required to provide further information. In Part 3B, Section III, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section III.

**Indicator  
(b)(3)**

**Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.**

**Please respond (check Yes or No):** Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?

☐ Yes. You are not required to provide further information. In Part 3B, Section IV, check "Not Applicable."

☒ No. Provide a plan for providing this information to teachers in Part 3B, Section IV.

### III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

**Indicator (c)(1)** Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.



**Please respond (check one):** Is the status of the Department's approval, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls> correct?

☒ Yes, the status is correct.

☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: Click here to enter text.

**Please respond (check one):**

☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

Provide the State website where the status is provided by the State to the public:<sup>5</sup> <http://www.de.gobierno.pr/dePortal/PPAA/PPAA.aspx> and <http://www.de.gobierno.pr/dePortal/Nuestro%20Departamento/Oficina%20del%20Secretario/SASEIP/PlanEstatal.aspx>.

☐ The State makes the status information *publicly available* on a website but *does not keep it up-to-date*.

→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public: Click here to enter text.

☐ The State does not make the status information publicly available on a website.



- Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator**      **Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.**



**Please respond (Yes or No):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

☒ Yes, the status is correct.

- ☐ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient. <sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

- Provide the State website where the status is provided by the State to the public:<sup>5</sup>  
<http://www.de.gobierno.pr/dePortal/Nuestro%20Departamento/Oficina%20del%20Secretario/SASEIP/PlanEstatat.aspx>.

☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

- Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

☐ The State does not make the status information publicly available on a website.

- Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(3) Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.**



Please respond (check one): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c1.xls>, correct?

☒ <sup>1</sup> **X** Yes, the information is correct.

☐ <sup>2</sup> **No**, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient. <sup>3</sup> Click here to enter text.

Please respond (check one):

☒ <sup>4</sup> **X** The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup>  
<http://www.de.gobierno.pr/dePorta/Nuestro%20Departamento/Oficina%20de%20Secretario/SASEIP/PlanEstatal.aspx>.

☐ <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> Click here to enter text.

☐ <sup>8</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(4)** Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.

**Please respond (check one):** Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?

☒ <sup>1</sup> Yes, this has been completed within the last two years.

☐ <sup>2</sup> No, this has been completed, but it occurred more than two years ago.

☐ <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

☐ <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

☐ <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: [Click here to enter text.](#)

☒ <sup>8</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(5) Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.**



**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5r.xls>, are correct?

☒ **X** Yes, the data are correct.

☐ **2** No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient.  
<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

☒ **4 X** The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup>  
<http://www.de.gobierno.pr/dePortal/Nuestro%20Departamento/Oficina%20del%20Secretario/SASEIP/PlanEstatal.aspx>.

☐ **6** The State makes the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

☐ **8** The State does not make the data relative to the inclusion of students with disabilities on State assessments in *reading/language arts publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Please respond (check one):** Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

<sup>9</sup> ☒ Yes, the data are correct.

<sup>10</sup> ☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:  
<sup>11</sup> Click here to enter text.

**Please respond (check one):**

<sup>12</sup> ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup>  
<http://www.de.gobierno.pr/dePortal/Nuestro%20Departamento/Oficina%20del%20Secretario/SASEIP/PlanEstatal.aspx>.

<sup>14</sup> ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.  
→ Provide the State website where the data are collected and publicly available:<sup>15</sup> Click here to enter text.

<sup>16</sup> ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.
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**Please respond (check one):** Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?

☒ <sup>1</sup> Yes, this was completed within the last two years.

☐ <sup>2</sup> No, this was completed more than two years ago.

☐ <sup>3</sup> No, this has never been completed.

**Please respond (check one):**

☐ <sup>4</sup> The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

☐ <sup>6</sup> The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available: [Click here to enter text.](#)

☒ <sup>8</sup> X The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (c)(7) Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.**



**Please respond (check one):** Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-cl.xls>, correct?

<sup>1</sup> ☒ Yes, the information is correct.

<sup>2</sup> ☐ No, the information is not correct.

→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient.  
<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):** Is the State's current status available on the State's website?

<sup>4</sup> ☐ The State makes the information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>5</sup> [Click here to enter text.](#)

<sup>6</sup> ☐ The State makes the information *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the information is collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup> ☒ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(8) Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.



**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *reading/language arts* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8r.xls>, are correct?

☒ Yes, the data are correct.

☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:  
<sup>3</sup> [Click here to enter text.](#)

**Please respond (check one):**

<sup>4</sup> ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> <http://www.de.gobierno.pr/deportal/rep/RepCard.aspx>.

<sup>6</sup> ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>7</sup> [Click here to enter text.](#)

<sup>8</sup> ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *reading/language arts* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



**Please respond (check one):** Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

<sup>9</sup> ☒ Yes, the data are correct.

<sup>10</sup> ☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:  
<sup>11</sup> Click here to enter text.

**Please respond (check one):**

<sup>12</sup> ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>13</sup> <http://www.de.gobierno.pr/deportal/rep/RepCard.aspx>.

<sup>14</sup> ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>15</sup> Click here to enter text.

<sup>16</sup> ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator** Confirm that the State's annual State Report Card (under section 1111(n)(1) of the ESEA) contains (c)(9) the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).



**Please respond (check one):** Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results? **Puerto Rico's 2007 NAEP results were not published and Puerto Rico did not participate in the 2009 NAEP since the Puerto Rico-NAEP Math Assessment "continues to present severe psychometric problems, raising doubts as to its usefulness and its reliability" (March 14, 2008 USDE Memorandum from Mark Schneider to Zolile Stevenson). Puerto Rico's participation in the 2011 NAEP hinges on the results of 3 studies currently being conducted by the National Center for Education Statistics of the USDE. For more information, please refer to the "NAEP Puerto Rico State Coordinator Updated Work Plan for 2009", submitted to the USDE on July 15, 2009.**

☐ Yes, the State Report Card includes this information.

☒ No, the State Report Card does not include this information. (Please see note above)

→ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite "Indicator (c)(9)" in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.

**Please supply the following information:**

Please attach the State Report Card or provide the URL where the State Report Card is provided to the public:

[Click here to enter text.](#)

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(10))?

☒ **X** Yes, the State collects these data.

**If Yes, please respond (check one):**

☐ <sup>2</sup> The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

☐ <sup>4</sup> The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> Click here to enter text.

☒ <sup>6</sup> **X** The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ <sup>7</sup> No, the State does not collect these data.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)

Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.

Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

☒ Yes, the State collects these data.

If Yes, please respond (check one):

☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> Click here to enter text.

☒ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup> ☐ No, the State does not collect these data.

**If No, please respond (check one):**

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I.

☐ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

**Indicator (c)(12)**

Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

**Please respond (check one):** Does the State collect these data (as defined in Indicator (c)(12))?

<sup>1</sup> ☐ Yes, the State collects these data.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> [Click here to enter text.](#)

<sup>6</sup> ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

<sup>7</sup> **X** No, the State does not collect these data.

**If No, please respond (check one):**

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

**X** The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

→ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

#### IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
(d)(1)	

Please respond (check one): Does the State collect these data?

☐ Yes, the State collects these data.

If Yes, please respond (check one):

☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> Click here to enter text.

☐ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.



<sup>7</sup> **X** No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(2)** Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.

**Please respond (check one):** Does the State collect these data?

☒ **X** Yes, the State collects these data.

**If Yes, please respond (check one):**

☐ **2** The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>3</sup> Click here to enter text.

☐ **4** The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:

<sup>5</sup> Click here to enter text.

☒ **6 X** The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ **7** No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Descriptor** Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for (d)(1) defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.

**Please respond (check Yes or No):** Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

<sup>1</sup> ☐ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the definition here:<sup>2</sup> [Click here to enter text.](#)

**If Yes, please respond (check one):**

<sup>3</sup> ☐ The State has made the definition *publicly available* on a website.

→ Provide the State website where the definition is publicly available:<sup>4</sup> [Click here to enter text.](#)

<sup>5</sup> ☐ The State does not make the definition publicly available on a website.

→ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>6</sup> ☒ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

→ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(3)** Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.



**Please respond (check one):** Does the State collect this information?

☐ <sup>1</sup> Yes, the State collects this information.

**If Yes, please respond (check one):**

☐ <sup>2</sup> The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

☐ <sup>4</sup> The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> Click here to enter text.

☐ <sup>6</sup> The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☒ <sup>7</sup> No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(4)**

**Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.**



**Please respond (check one): Does the State collect this information?**

<sup>1</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> **X** No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(5) Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.



Please respond (check one): Does the State collect this information? All eligible secondary schools in Puerto Rico receive funding.

<sup>1</sup> ☐ Yes, the State collects this information.

If Yes, please respond (check one):

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(6)**

**Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.**



**Please respond (check one): Does the State collect this information? All eligible secondary schools in Puerto Rico receive funding.**

<sup>1</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(7)** Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



**Please respond (check one):** Does the State collect this information? **Puerto Rico does not have charter schools.**

<sup>1</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.



**Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.**



**Please respond (check one):** Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statesabilization/indicator-d8.xls> correct? **Puerto Rico does not have charter schools.**

<sup>1</sup> ☐ Yes, the data are correct.

<sup>2</sup> ☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:  
<sup>3</sup> Click here to enter text.

**Please respond (check one):**

<sup>4</sup> ☐ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:  
<sup>7</sup> Click here to enter text.

<sup>8</sup> ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

**Indicator (d)(9)** Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.

**Please respond (check one):** Does the State collect this information? **Puerto Rico does not have charter schools.**

<sup>1</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(9)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(10)** Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

**Please respond (check one): Does the State collect this information? Puerto Rico does not have charter schools.**

<sup>1</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Indicator (d)(11)** Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.

**Please respond (check one): Does the State collect this information? Puerto Rico does not have charter schools.**

<sup>1</sup> ☐ Yes, the State collects this information.

**If Yes, please respond (check one):**

<sup>2</sup> ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

<sup>4</sup> ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> Click here to enter text.

<sup>6</sup> ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

<sup>7</sup> ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(11)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
-------------------	--

Please respond (check one): Does the State collect this information? **Puerto Rico does not have charter schools.**

☐ Yes, the State collects this information.

If Yes, please respond (check one):

☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:<sup>3</sup> Click here to enter text.

☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

<sup>5</sup> Click here to enter text.

☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(12)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

**Attachment to Puerto Rico Application for  
Funding for Phase II of the Education Fund  
under the State Fiscal Stabilization Fund  
Program**

**CFDA Number: 84.394**



**U.S. Department of Education**

**Washington, D.C. 20202**

## **PART 2A**

### **3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and –

*The level of State support for elementary and secondary education in the Government of Puerto Rico is determined annually according to the fiscal requirements of the single LEA on the island, the Puerto Rico Department of Education (PRDE). Each year, the PRDE prepares a preliminary needs-based budget, which is presented to the Puerto Rico Office of Management and Budget (OGP, for its Spanish acronym). The OGP adjusts the PRDE's preliminary budget according to the State's revenue forecast and submits it to the Puerto Rico Legislature for approval. The Legislature's Joint Resolution for the State's General Budget, including the education allocation, is then approved by the Governor of Puerto Rico. The FY2009 and 2010 level of State support included in this application was extracted from the latest Joint Resolution for the State's General Fund.*

*The State's contribution to the PRDE (excluding expected SFSF funding) for FY2010 and FY2010 is expected to be approximately 15% less than required, due to lower State revenues and in response to fiscal control directives issued by the Governor through Executive Order #OE-2009-001.*

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

*The level of State support for the University of Puerto Rico is determined through a financing formula outlined in the PR Law Number 2 of January 20<sup>th</sup>, 1966. This law stipulates that the University of Puerto Rico receives 9.60% of the yearly average State revenues contained in the State's General Fund over the previous two fiscal years. An important part of these revenues are the proceeds related to the gaming industry in Puerto Rico. However, State revenues for this formula exclude Puerto Rico sales tax contribution as delineated in PR Law Number 7 of March 9<sup>th</sup>, 2009.*

*The expected shortfall in FY2010 was calculated based on the lowered State revenue stream (including the gaming sector) projections from the PR Department of the Treasury and the OGP for that fiscal year.*

*The level of State support for the other public IHE's in the Government of Puerto Rico is determined annually according to the fiscal requirements of each institution (except for the Carlos F. Daniels Area Vocational School and the Instituto Tecnológico de Puerto Rico, which are part of the PRDE and are therefore incorporated in the PRDE's budgeting process). Each year, each institution prepares a preliminary needs-based budget, which is presented to the Puerto Rico Office of Management and Budget (OGP, for its Spanish acronym). The OGP adjusts the PRDE's preliminary budget according to the State's revenue forecast and submits it to the Puerto Rico Legislature for approval. The*

*Legislature's Joint Resolution for the State's General Budget, including the education allocation, is then approved by the Governor of Puerto Rico. The FY2009 and 2010 level of State support included in this application was extracted from the latest Joint Resolution for the State's General Fund.*

## **PART 3B**

*This application includes state plans for the indicators and descriptors outlined below.*

**Overall Plan Element Verification**

<b><u>Element</u></b>	<b><u>Collection</u></b>	<b><u>Public Reporting</u></b>
Indicator a3		x
Indicator a4	x	x
Indicator a5	x	x
Indicator a6		x
Indicator a7		x
Descriptor a1		x
Descriptor a2		x
Indicator b1	x	x
Indicator b2	x	x
Indicator b3	x	x
Indicator c4		x
Indicator c6		x
Indicator c7		x
Indicator c10		x
Indicator c11		x
Indicator c12	x	x
Indicator d1		x
Indicator d2		x
Indicator d3	x	x
Indicator d4	x	x
Descriptor d1	x	x

*The State Plans are enclosed at the end of this attachment.*

## **PART 3C**

1. Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

*As a complement to the PRDE's established control and monitoring mechanisms for its ongoing initiatives and data systems, the Government of Puerto Rico plans to put in place an additional layer of review for the State Fiscal Stabilization Fund indicators. The PRDE will*



***track the state plans using Microsoft Project and the Governor's Office will monitor progress on a monthly basis.***

2. Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

***The PRDE's Student Information System (SIE) currently employs a unique student identifier to ensure the proper level of privacy for each individual's file. As evidenced in the enclosed state plans, the PRDE is considering a similar solution for public reports uploaded to the organization's website, especially those related to student achievement and teacher/principal performance.***

**Attachment to Puerto Rico Application for  
Funding for Phase II of the Education Fund  
under the State Fiscal Stabilization Fund  
Program**

**CFDA Number: 84.394**

**SECTION 3B  
PUERTO RICO STATE PLANS**

**Prepared by:**



**COMMONWEALTH OF PUERTO RICO**  
**DEPARTMENT OF EDUCATION**

**Prepared for:**

**U.S. Department of Education  
Washington, D.C. 20202**



**COMMONWEALTH OF PUERTO RICO**  
**DEPARTMENT OF EDUCATION**

**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (a) (3)	<b>Description:</b> Indicate for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b>	<b>Collection</b> X	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for implementation:</b> Deputy Secretary of Human Resources, Undersecretary for Academic Affairs, in coordination with the Puerto Rico Department of Education (PRDE) Webmaster.				

**A. EXECUTIVE SUMMARY**

Summary of Strategy:	Initially the PRDE will collect the information required for this indicator as part of " <b>PRDE Teacher Evaluation Report</b> ". Subsequently, the PRDE will include information on student outcomes or student growth data as a teacher evaluation criteria as part of their annual " <b>PRDE Teacher Evaluation Report</b> ". The PRDE will develop a part for the evaluation document containing a summary of indicators of student evaluation progress and growth, and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual teaching staff member.
Overall Completion Date:	September 2011
Overall Implementation Budget:	\$0

**B. IMPLEMENTATION ACTION PLAN (same as Descriptor (a)(1))**

MILESTONE (ACTION)	PERSON RESPONSIBLE	EXPECTED COMPLETION DATE
1. Create a committee to work and review existing documents.	Deputy Secretary of Human Resources	May 2010
2. Design and develop an evaluation instrument for teachers.	Deputy Secretary of Human Resources	August 2010
3. Submit the document for verification and analysis.	Deputy Secretary of Human Resources	September 2010
4. As part of a pilot program, administer the draft instrument to teachers for its validation.	Deputy Secretary of Human Resources	October 2010
5. Evaluate gathered data.	Deputy Secretary of Human Resources and Webmaster	November 2010
6. Develop and inform Public Policies for data collection.	Deputy	December 2010

(Standing rules or regulations, circular letter)	Secretary of Human Resources	
7. Train personnel.	Deputy Secretary of Human Resources and Webmaster	January 2011
8. Submit the instrument to the PRDE Webmaster for uploading.	Deputy Secretary of Human Resources and Webmaster	February 2011
9. Collect the teacher information and results using the " <b>PRDE Teacher Evaluation Report</b> ", design of protocols for the implementation of data base, public reporting and post this information on the PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011
10. Develop procedure for annual revision of database.	Deputy Secretary of Human Resources and Webmaster	March 2011
11. Provide the US Department of Education with the hyperlink to the indicator data on the PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011

### **C. IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The Deputy Secretary of Human Resources, The Undersecretary of Finance, The Undersecretary for Academic Affairs and the designated committee members will be in charge of implementing this descriptor in the PRDE. They will coordinate with the Webmaster to ensure proper public reporting on the PRDE's website. The Webmaster is the principal gatekeeper for all PRDE online content and must therefore be involved in this process.

### **D. FORESEEN OBSTACLES TO IMPLEMENTATION**

The PRDE needs to work with the related labor unions to ensure implementation of this work plan.

### **E. PROGRESS REPORTING**

Progress reports regarding this plan will be submitted annually to the US Department of Education by the PRDE via the Puerto Rico Governor's Office. These reports will track the status of milestone tasks and identify major changes to the plan, if any.

### **F. BUDGET (including sources)**

No additional budget will be required since data collection will be included as part of the plan for Descriptor (a) (1).



# COMMONWEALTH OF PUERTO RICO

## DEPARTMENT OF EDUCATION

### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (a) (4)	<b>Description:</b> Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Deputy Secretary of Human Resources and the Director of the Teachers' Institute				

#### A) EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	PRDE will collect the information required for this indicator as part of the " <b>PRDE Teacher Evaluation Report</b> " as outlined in the state plan for Descriptor (a)(1). Subsequently, PRDE will include information on its performance rating levels and the number and percentage (including numerator and denominator) of its teachers rated at each of them as part of its annual " <b>PRDE Teacher Evaluation Report</b> " (to be developed as part of the plan for Descriptor (a)(1)). The report will include this information as a separate item. The plan will ensure privacy of each teacher's ratings. The " <b>PRDE Teacher Evaluation Report</b> " will be made available to the public on the PRDE website.
<b>Overall Completion Date:</b>	May 2011
<b>Overall Implementation Budget:</b>	\$0

#### B) IMPLEMENTATION ACTION PLAN (same as Descriptor (a)(1))

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1. Create a committee to work and review existing documents.	Deputy Secretary of Human Resources	May 2010
2. Design and develop an evaluation instrument for teachers.	Deputy Secretary of Human Resources	August 2010
3. Submit the document for verification and analysis.	Deputy Secretary of Human Resources	September 2010
4. As part of a pilot program, administer the draft instrument to teachers for its validation.	Deputy Secretary of Human Resources	October 2010
5. Evaluate gathered data.	Deputy Secretary of Human Resources	November 2010
6. Develop and Inform Public Policies for the collection of data.	Deputy Secretary	December 2010

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
(Standing rules or regulations, circular letter)	of Human Resources	
7. Train personnel.	Deputy Secretary of Human Resources	January 2011
8. Submit the instrument to the PRDE Webmaster for uploading.	Deputy Secretary of Human Resources and Webmaster	February 2011
9. Collect the teacher information and results using the " <b>PRDE Teacher Evaluation Report</b> ", design of protocols for the implementation of database, public reporting and post this information on PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011
10. Develop procedure for annual revision of database.	Deputy Secretary of Human Resources	March 2011
11. Provide the US Department of Education with the hyperlink to the descriptor data on the PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011

### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

- 1) Office of the Secretary
  - Undersecretary of Human Resources
  - Webmaster (OSIAT)
- 2) Administration Office
  - Undersecretary of Finance
- 3) Office of the Undersecretary of Academic Affairs
  - Undersecretary of Planning and Academic Development

### **D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- 1) Lack of personnel
- 2) Data quality
- 3) Limited technology and technical resources
- 4) Infrastructure
- 5) Maintenance of the LEA websites

### **E) PROGRESS REPORTING**

Quarterly Progress Reports include:

- Project Information
- Activity reports
- Technical development (Management Plan)
- Public dissemination information
- Obstacles encountered
- Financial issues

### **F) BUDGET (INCLUDING SOURCES)**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(1).



# COMMONWEALTH OF PUERTO RICO

## DEPARTMENT OF EDUCATION

### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (a) (5)	<b>Description:</b> Indicate, for each LEA in the State whose teachers receive performance ratings of levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Deputy Secretary of Human Resources and the Director of the Teachers' Institute				

#### A) EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	PRDE will collect the information required for this indicator as part of the " <b>PRDE Teacher Evaluation Report</b> " as outlined in the state plan for Descriptor (a)(1). Subsequently, PRDE will include information on its performance rating levels and the number and percentage (including numerator and denominator) of its teachers rated at each of them as part of its annual " <b>PRDE Teacher Evaluation Report</b> " (to be developed as part of the plan for Descriptor (a)(1). The report will include this information as a separate item. The plan will ensure privacy of each teacher's ratings. The " <b>PRDE Teacher Evaluation Report</b> " will be made available to the public on the PRDE website.
<b>Overall Completion Date:</b>	May 2011
<b>Overall Implementation Budget:</b>	\$0

#### B) IMPLEMENTATION ACTION PLAN (same as Descriptor (a)(1))

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1. Create a committee to work and review existing documents.	Deputy Secretary of Human Resources	May 2010
2. Design and develop an evaluation instrument for teachers.	Deputy Secretary of Human Resources	August 2010
3. Submit the document for verification and analysis.	Deputy Secretary of Human Resources	September 2010
4. As part of a pilot program, administer the draft instrument to teachers for its validation.	Deputy Secretary of Human Resources	October 2010
5. Evaluate gathered data.	Deputy Secretary of Human Resources	November 2010

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
6. Develop and Inform Public Policies for the collection of data. (Standing rules or regulations, circular letter)	Deputy Secretary of Human Resources	December 2010
7. Train personnel.	Deputy Secretary of Human Resources	January 2011
8. Submit the instrument to the PRDE Webmaster for uploading.	Deputy Secretary of Human Resources and Webmaster	February 2011
9. Collect the teacher information and results using the " <b>PRDE Teacher Evaluation Report</b> ", design of protocols for the implementation of database, public reporting and post this information on PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011
10. Develop procedure for annual revision of database.	Deputy Secretary of Human Resources	March 2011
11. Provide the US Department of Education with the hyperlink to the descriptor data on the PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011

### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

- 1) Office of the Secretary
  - Undersecretary of Human Resources
  - Webmaster (OSIAT)
- 2) Administration Office
  - Undersecretary of Finance
- 3) Office of the Undersecretary of Academic Affairs
  - Undersecretary of Planning and Academic Development

### **D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- 1) Lack of personnel
- 2) Data quality
- 3) Limited technology and technical resources
- 4) Infrastructure
- 5) Maintenance of the LEA websites

### **E) PROGRESS REPORTING**

Quarterly Progress Reports include:

- Project Information
- Activity reports
- Technical development (Management Plan)
- Public dissemination information
- Obstacles encountered
- Financial issues

### **F) BUDGET (INCLUDING SOURCES)**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(1).





# COMMONWEALTH OF PUERTO RICO

## DEPARTMENT OF EDUCATION

### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (a) (6)	<b>Description:</b> Indicate for the L.E.A in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Director of the Directors' Institute				

#### A) EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	<p>PRDE will collect the information required for this indicator as part of the PRDE Director Evaluation Report as outlined in the state plan for Descriptor (a)(2).</p> <p>The PRDE Director Evaluation Report will be made available to the public on the PRDE website.</p> <p>The evaluation will include student achievement outcomes or growth data as a criterion.</p>
<b>Overall Completion Date:</b>	May 2011
<b>Overall Implementation Budget:</b>	\$0

#### B) IMPLEMENTATION ACTION PLAN (same as Descriptor (a)(2))

MILESTONE (ACTION)	PERSON RESPONSIBLE	EXPECTED COMPLETION DATE
1 - Check and review any instrument or documentation regarding School Director evaluation	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	March 2010 April 2010
2 - Design an evaluation instrument (assessment) for School Directors		
3 - Develop an evaluation instrument (assessment) for School Directors		May 2010
4 - Administer the draft assessment instrument for School Directors in order to validate ( Pilot )		June 2010
5 - Collect information from each LEA on: 1) the nature of its principal evaluation system 2) how each LEA uses the results on its director evaluation system		July 2010
6 - Evaluate gathered data		
7 - Develop plan for PRDE Director Evaluation Report template which guarantees anonymity for each Director's rating	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2010
8 - Pilot template	Director of the	Dec 2010

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>9</b> - Template refinement- Identification of needs obtained from the pilot <b>10</b> -Develop and inform Public Policies for the collection of data (Standing rules or regulations, circular letter)	Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	
<b>11</b> -Train personnel <b>12</b> -Collect director evaluation data using template	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Feb 2011
<b>13</b> -Analyze results	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	June 2011
<b>14</b> -Design of protocols for the implementation of database and public reporting	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2011
<b>15</b> -Develop procedure for annual revision of database	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2011

#### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

- 1) Office of the Secretary
  - Undersecretary of Human Resources
  - Webmaster (OSIAT)
- 2) Administration Office
  - Undersecretary of Finance
- 3) Office of the Undersecretary of Academic Affairs
  - Undersecretary of Planning and Academic Development

#### **D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- 1) Lack of personnel
- 2) Data quality
- 3) Limited technology and technical resources
- 4) Infrastructure
- 5) Maintenance of the LEA websites

**E)      PROGRESS REPORTING**

Quarterly Progress Reports include:

- 1) Project Information
- 2) Activity reports
- 3) Technical development (Management Plan)
- 4) Public dissemination information
- 5) Obstacles encountered
- 6) Financial issues

**F)      BUDGET (INCLUDING SOURCES)**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(2).



# COMMONWEALTH OF PUERTO RICO

## DEPARTMENT OF EDUCATION

### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (a) (7)	<b>Description:</b> Provide for the LEA in the state whose principal receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Director of the Directors' Institute				

#### A) EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	PRDE will collect the information required for this indicator as part of the PRDE Director Evaluation Report as outlined in the state plan for Descriptor (a)(2). Subsequently, PRDE will include information on their performance rating scales or levels and the number and percentage (including numerator and denominator) of their principals rated at each performance level as part of their annual PRDE Director Evaluation Report (to be developed as part of the plan for Descriptor (a)(2). The report will include this information as a separate item. The plan will ensure privacy of ratings. The PRDE Director Evaluation Report will be made available to the public on the PRDE website.
<b>Overall Completion Date:</b>	May 2011
<b>Overall Implementation Budget:</b>	None

#### B) IMPLEMENTATION ACTION PLAN (same as Descriptor (a)(2))

<i>MILESTONE (ACTION)</i>	<i>PERSON RESPONSIBLE</i>	<i>EXPECTED COMPLETION DATE</i>
1 - Check and review any instrument or documentation regarding School Director evaluation	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	March 2010
2 - Design an evaluation instrument (assessment) for School Directors		April 2010
3 - Develop an evaluation instrument (assessment) for School Directors		May 2010
4 - As part of a pilot program, administer the draft assessment instrument for School Directors in order to validate it		June 2010
5 - Collect information from each LEA on: 1) the nature of its principal evaluation system 2) how each LEA uses the results on its director evaluation system		July 2010
6 - Evaluate gathered data		

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>7</b> - Develop plan for PRDE Director Evaluation Report template which guarantees anonymity of each Director's rating	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2010
<b>8</b> - Pilot template <b>9</b> - Template refinement - Identification of needs obtained from the pilot <b>10</b> -Develop and inform Public Policies for the collection of data (Standing rules or regulations, circular letter)	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Dec 2010
<b>11</b> -Train personnel <b>12</b> -Collect director evaluation data using template	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Feb 2011
<b>13</b> -Analyze results	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	June 2011
<b>14</b> -Design of protocols for the implementation of database and public reporting	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2011
<b>15</b> -Develop procedure for annual revision of database	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2011

### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

- 1) Office of the Secretary
  - Undersecretary of Human Resources
  - Webmaster (OSIAT)
- 2) Administration Office
  - Undersecretary of Finance
- 3) Office of the Undersecretary of Academic Affairs
  - Undersecretary of Planning and Academic Development

### **D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- 1) Lack of personnel

- 2) Data quality
- 3) Limited technology and technical resources
- 4) Infrastructure
- 5) Maintenance of the LEA websites

## **E) PROGRESS REPORTING**

Quarterly Progress Reports include:

- Project Information
- Activity reports
- Technical development (Management Plan)
- Public dissemination information
- Obstacles encountered
- Financial issues

## **F) BUDGET (INCLUDING SOURCES)**

No separate budget will be required, as this data collection will be included as part of the plan for Descriptor (a)(2).



## COMMONWEALTH OF PUERTO RICO

### DEPARTMENT OF EDUCATION

#### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Descriptor ID:</b> (a) (1)	<b>Description:</b> Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion and, removal.			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b>	<b>Collection</b> X	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for implementation:</b> Deputy Secretary of Human Resources and Director of the Teachers' Institute, in coordination with the Puerto Rico Department of Education (PRDE) Webmaster.				

#### A. EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	The PRDE will collect information from the LEA on 1) the nature of its teacher evaluation system and 2) how each LEA uses the results on its teacher evaluation system for teacher development, compensation, promotion, retention and, removal. PRDE will use the information and results to create the " <b>PRDE Teacher Evaluation Report</b> " that will be used to evaluate teachers, and post this information on PRDE website. Determine procedure to guarantee anonymity of teachers rating. In addition, PRDE will develop a procedure for annually revision of the posted data. This data collection will monitor the accuracy, reliability, and public availability of PRDE Teacher Evaluation Report.
<b>Overall Completion Date:</b>	May 2011
<b>Overall Implementation Budget:</b>	\$500,000.00

#### B. IMPLEMENTATION ACTION PLAN

MILESTONE (ACTION)	PERSON RESPONSIBLE	EXPECTED COMPLETION DATE
1. Create a committee to work and review existing documents.	Deputy Secretary of Human Resources	May 2010

2. Design and develop an evaluation instrument for teachers.	Deputy Secretary of Human Resources	August 2010
3. Submit the document for verification and analysis.	Deputy Secretary of Human Resources	September 2010
4. As part of a pilot program, administer the draft instrument to teachers for its validation.	Deputy Secretary of Human Resources	October 2010
5. Evaluate gathered data.	Deputy Secretary of Human Resources	November 2010
6. Develop and Inform Public Policies for the collection of data. (Standing rules or regulations, circular letter)	Deputy Secretary of Human Resources	December 2010
7. Train personnel.	Deputy Secretary of Human Resources	January 2011
8. Submit the instrument to the PRDE Webmaster for uploading.	Deputy Secretary of Human Resources and Webmaster	February 2011
9. Collect the teacher information and results using the " <b>PRDE Teacher Evaluation Report</b> ", design of protocols for the implementation of data base, public reporting and post this information on PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011
10. Develop procedure for annual revision of database.	Deputy Secretary of Human Resources	March 2011
11. Provide the US Department of Education with the hyperlink to the descriptor data on the PRDE website.	Deputy Secretary of Human Resources and Webmaster	March 2011



### **C. IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The Deputy Secretary of Human Resources, the Undersecretary of Finance, the Undersecretary for Academic Affairs and designated committee members will be in charge of implementing this descriptor in the PRDE. They will coordinate with the Webmaster to ensure proper public reporting on the PRDE's website. The Webmaster is the principal gatekeeper for all PRDE online content and must therefore be involved in this process.

### **D. FORESEEN OBSTACLES TO IMPLEMENTATION**

The PRDE needs to work with the related labor unions to ensure implementation of this work plan.

### **E. PROGRESS REPORTING**

Progress reports regarding this plan will be submitted annually to the US Department of Education by the PRDE via the Puerto Rico Governor's Office. These reports will track the status of milestone tasks and identify major changes to the plan, if any.

### **F. BUDGET (including sources)**

\$500,000.00

- Design and develop the instrument - \$90,000.00
- Evaluate data gathered - \$25,000.00
- Train personnel - \$350,000.00
- Design of protocols - \$35,000.00



## COMMONWEALTH OF PUERTO RICO

### DEPARTMENT OF EDUCATION

#### **PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS**

<b>Descriptor ID (a) (2)</b>	<b>Description:</b> Describe the L.E.A in the State, the system's used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.			
<b>Area:</b> Achieving Equity in Teacher Distribution	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Director of the Directors' Institute				

#### **A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	<p>PRDE will collect information from the LEA on 1) the nature of its principal evaluation system and 2) how the LEA uses the results on its director evaluation system for director development, compensation, promotion, retention and removal.</p> <p>PRDE will use the collected information to create the <b>PRDE Director Evaluation Report</b> that will be used to evaluate directors and post this information on the PRDE website. The PRDE will also determine procedure to guarantee anonymity of each director's rating.</p> <p>In addition, PRDE will develop a procedure for annual revision of the posted data.</p>
<b>Overall Completion Date:</b>	September 2011
<b>Overall Implementation Budget:</b>	\$500,000

#### **B) IMPLEMENTATION ACTION PLAN**

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1 - Check and review any instrument or documentations regarding School Director evaluation	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	March 2010
2 - Design an evaluation instrument (assessment) for School Directors		April 2010
3 - Develop an evaluation instrument (assessment) for School Directors		May 2010
4 - Administer the draft assessment instrument for school Directors in order to validate it ( Pilot )		June 2010
5 - Collect information from each LEA on:		July 2010
1) the nature of its principal evaluation system		
2) how each LEA uses the results on its director evaluation system		
6 - Evaluate gathered data		

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>7</b> - Develop plan for PRDE Director Evaluation Report template which guarantees anonymity of directors rating	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2010
<b>8</b> - Pilot template <b>9</b> - Template refinement- Identification of needs obtained from the pilot <b>10</b> -Develop and Inform Public Policies for the collection of data (Standing rules or regulations, circular letter)	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Dec 2010
<b>11</b> -Train personnel <b>12</b> -Collect director evaluation data using template	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Feb 2011
<b>13</b> -Analyze results	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	June 2011
<b>14</b> -Design of protocols for the implementation of database and public reporting	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2011
<b>15</b> -Develop procedure for annual revision of database	Director of the Directors' Institute, in coordination with the Puerto Rico Department of Education Offices	Sept 2011

### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

- 1) Office of the Secretary
  - Undersecretary of Human Resources
  - Webmaster (OSIAT)
  - Legal Division
- 2) Administration Office
  - Undersecretary of Finance
- 3) Office of the Undersecretary of Academic Affairs
  - ICAAE
  - Office of Human Resources

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- 1) Lack of personnel
- 2) Data quality
- 3) Limited technology and technical resources
- 4) Infrastructure
- 5) Maintenance of the LEA websites

**E) PROGRESS REPORTING**

Quarterly Progress Reports include:

- 1) Project information
- 2) Activity reports
- 3) Technical development (Management Plan)
- 4) Obstacles encountered
- 5) Financial costs

**F) BUDGET (INCLUDING SOURCES)**

<b>Entry</b>	<b>Approximate Amount</b>
Professional Services for design and development of instrument, pilot, data gathering and data analysis	\$230,000
Workshop and trainings	\$200,000
Instruction material	\$ 20,000
Office materials	\$ 50,000
<b>Total</b>	<b>\$500,000</b>



**COMMONWEALTH OF PUERTO RICO**

**DEPARTMENT OF EDUCATION**

**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (1)	<b>Description:</b> Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal system.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X (elements 4,5, 9,10, 11 and 12)	<b>Public Reporting</b> X (For all 12 elements)	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> Auxiliary Secretary of Planning and Chief Technology Officer Department Education. A Project Manager will be responsible for the oversight of the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	The strategy to implement indicator (b)(1) includes the following objectives encompassed within a three-year effort: 1) Establishment of a Data Governance structure along with related processes and tools; 2) Establishment of the necessary technology infrastructure and systems to support the integration of PK-12 data across public and private schools, the necessary infrastructure/systems for data collection at all levels of the postsecondary system, the necessary interoperability mechanisms across the PK-20 landscape and the required data repository to support the development of the PR-SLDS; 3) Development of the required data repository and Business Intelligence Tools (BI) to support the implementation of the PR-SDLS and 4) Development of the required Information Portal to support the diverse set of information stakeholders.
<b>Overall Completion Date:</b>	September 24, 2012
<b>Overall Implementation Budget:</b>	\$10,614,548.00

**B) IMPLEMENTATION ACTION PLAN**

PRDE is requesting the assistance of the IES, through its Statewide Longitudinal System Grant, in order to develop a true SDLS for Puerto Rico. The responsibility of implementing the SDLS will fall on a group of specialized individuals called the Implementation Team as described in the application that PR submitted to IES. This Team will be composed of members of the principal project agencies, which are the PRDE (Puerto Rico Department of Education), PRGCE (Puerto Rico General Council of Education), PRCHE (Puerto Rico Council of Higher Education) and PRDLHR (Puerto Rico Department of Labor and Human Resources).

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>1 -</b> Establish data governance structure to develop and manage standards, drive sustainability and overall data quality to enable data based decision making across state leadership functions.	Project Manager Data Governance Team	June 2010



**COMMONWEALTH OF PUERTO RICO**

**DEPARTMENT OF EDUCATION**

**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (1)	<b>Description:</b> Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal system.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X (elements 4,5, 9,10, 11 and 12)	<i>Public Reporting</i> X (For all 12 elements)	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Auxiliary Secretary of Planning and Chief Technology Officer Department Education. A Project Manager will be responsible for the oversight of the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>2 -</b> Provide leadership during the "Change Management Process" and create the necessary training and orientation programs across all information stakeholders need and relevant MOU's established with source entities.	Project Manager Data Governance Implementation Team	September 2011
<b>3 -</b> Establish strong privacy procedures, including the proper addressing of the related laws pursuant to information privacy (i.e. FERPA) and the necessary orientation to information stakeholders.	Project Manager Data Governance	August 2010
<b>4 -</b> Conduct needs assessments across key information stakeholders (PRDE, PRCHE, PRGCE, DLHR, post secondary institutions) and define technical requirements for both infrastructure and systems deployment and establish the necessary action plans.	Project Manager Vendor Implementation Team	February 2011
<b>5 -</b> Establish the necessary infrastructure and Information Technology (IT) systems to support PR-SLDS capability across the PRCHE and PRGCE entities.	Project Manager Vendor Implementation Team	February 2012
<b>6 -</b> Determine secure interoperability mechanisms to drive information sharing across platforms. These will cover Pk-12, higher learning entities and the Department of Labor.	Project Manager Vendor Implementation Team	February 2012
<b>7 -</b> Leverage the current EDFACTS methodology / design to capture information across a varied landscape of systems solutions across the private schools systems.	Project Manager Implementation Team Data Governance	October 2010



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (1)	<b>Description:</b> Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal system.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X (elements 4,5, 9,10, 11 and 12)	<b>Public Reporting</b> X (For all 12 elements)	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> Auxiliary Secretary of Planning and Chief Technology Officer Department Education. A Project Manager will be responsible for the oversight of the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>8 -</b> Expand the current SIS capabilities to not only manage information pertaining to the existing public school system (i.e. 1523 schools and 490,000 students), but also include the relevant private school information (i.e. 771 schools and 161,697) to support the development of the Pk-12 repository and drive a unique student identifying mechanism.	Project Manager Implementation Team Vendor	October 2010
<b>9 -</b> Incorporate advanced placement testing scores to student database as required by LDS data requirements.	Project Manager Implementation Team Vendor	October 2010
<b>10 -</b> Adopt national data element standards to ensure adherence to standards and drive improved interoperability at a state level.	Project Manager Governance	August 2010
<b>11 -</b> Develop technical needs assessment and the development of the required information repository to support the deployment of the statewide LDS. This encompasses the expansion of the existing database platform to properly support longitudinal data for a student population of over 450,000 across a wide number of years.	Project Manager Vendor Implementation Team	February 2011
<b>12 -</b> Expand existing BI platform with the required licensing to support the deployment of the LDS and to support data validation across all levels in addition to providing public access through a portal mechanism.	Project Manager Vendor Implementation Team	March 2012
<b>13 -</b> Create automated dashboards, reporting and interactive analytic / query tools to increase data analysis and data based decision making.	Project Manager Vendor Implementation Team Governance	March 2012



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SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (1)	<b>Description:</b> Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal system.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X (elements 4,5, 9,10, 11 and 12)	<b>Public Reporting</b> X (For all 12 elements)	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> Auxiliary Secretary of Planning and Chief Technology Officer Department Education. A Project Manager will be responsible for the oversight of the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
	Team	

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The Auxiliary Secretary of Planning and Chief Technology Officer of the Department of Education will be responsible for this effort. A Project Manager will be responsible for the oversight of this Plan's implementation. This manager has to ensure that the SDLS objectives established in the proposal submitted to the IES are achieved on time and within the budget. This person will manage all phases of the PR-SDLS execution.

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

Funding for this plan is mostly contingent on the results of the Recovery Act's Statewide Longitudinal Data System proposal competition, which are expected to be announced by the US Department of Education after the 1<sup>st</sup> quarter of 2010.

**E) PROGRESS REPORTING**

A quarterly progress report featuring past activities and prospective tasks will be posted on the PRDE website.

**F) BUDGET (INCLUDING SOURCES)**

PRDE expects that the activities related for the Implementation Plan will be funded by the IES Grant.

**Direct costs**

Personnel	\$5,037,503.25
Fringe benefits	\$1,158,625.00
Travel	\$49,686.00
Equipment	\$430,000.00
Needs assessment	\$250,000.00
BI expansion	\$1,285,647.00





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SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (1)	<b>Description:</b> Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal system.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X (elements 4,5, 9,10, 11 and 12)	<b>Public Reporting</b> X (For all 12 elements)	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> Auxiliary Secretary of Planning and Chief Technology Officer Department Education. A Project Manager will be responsible for the oversight of the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

Portal development	\$300,000.00
Expansion of hosting services	\$900,000.00
Pk-12 repository	\$450,000.00
Facilities alteration costs	\$300,000.00
Training orientation	\$150,000.00
<b>Total direct costs</b>	<b>\$10,468,461.25</b>
<b>Indirect costs</b>	<b>\$146,087.59</b>
<b>Total</b>	<b>\$10,614,548.84</b>

**G) PLAN ELEMENT VERIFICATION**

<u>COMPETES Element</u>	<u>Must be addressed in plan</u>	<u>Does not need to be addressed in plan</u>
1		X
2		X
3		X
4	X	
5	X	
6		X
7		X
8		X
9	X	
10	X	
11	X	
12	X	



**COMMONWEALTH OF PUERTO RICO**  
**DEPARTMENT OF EDUCATION**

**PUERTO RICO STATE PLAN**  
**SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (2)	<b>Description:</b> Indicate whether the State provides student growth data on their current students and the students they taught in the pervious year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i>	<i>Public Reporting Timeframe</i>
<b>Entity Responsible for Implementation:</b> PRDE Assessment Director				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	Puerto Rico State Assessment Program will provide a student growth model through the annual individual Report. The percentiles can show the amount of growth necessary for each student to reach proficiency or maintain proficiency within three years' percentiles.
<b>Overall Completion Date:</b>	September 2011
<b>Overall Implementation Budget:</b>	\$45,000.00

**B) IMPLEMENTATION ACTION PLAN**

PRDE will partner with the assessment vendor to amend the individual student reports by providing a comparison study that can measure each student's growth through the results of the state exam. A work plan will be implemented in the 2010-2011 assessment contract. The results will be provided to teachers annually through the individual student results.

<i>MILESTONE (ACTION)</i>	<i>PERSON RESPONSIBLE</i>	<i>EXPECTED COMPLETION DATE</i>
1 - Request a scope of work from current assessment vendor	Assessment Director	March 2010
2 - Request cost proposal		March 2010
3 - Include growth model in the Assessment Contract 2010/2011		June 2010
4 - The data collected should be provided to teachers		August 2011
5 - The data collected should be available in the PRDE website		August 2011

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

PRDE Assessment Unit

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- Assure Assessment Contract is granted by June 2010
- Data must be comparable with 2010 assessment results
- Present model to TAC team for approval of USDE
- This model will impact the methodology of the AYP calculation and determination
- The application of this model will also impact alternate assessment



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***PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS***

<b>Indicator ID:</b> (b) (2)	<b>Description:</b> Indicate whether the State provides student growth data on their current students and the students they taught in the pervious year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.			
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> x	<i>Public Reporting</i>	<i>Public Reporting Timeframe</i>
<b>Entity Responsible for Implementation:</b> PRDE Assessment Director				

**E) PROGRESS REPORTING**

PRDE Tracking Tool

**F) BUDGET (INCLUDING SOURCES)**

\$45,000.00



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (b) (3)		<b>Description:</b> Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.		
<b>Area:</b> Improving Collection and Use of Data	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i>	<i>Public Reporting Timeframe</i>
<b>Entity Responsible for Implementation:</b> PRDE Assessment Director				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	PRDE's goal is to provide evidence on how teacher impact supports student achievement in the grades for which the state reading/language arts and mathematics assessments are administered. An analysis will be conducted to collect data on best practices and to improve teacher performance. With this instrument PRDE can identify strengths and weaknesses in student performance through the instruction that is being offered.
<b>Overall Completion Date:</b>	September 2011
<b>Overall Implementation Budget:</b>	\$350,000.00

**B) IMPLEMENTATION ACTION PLAN**

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1 - PRDE will request a scope of work from current vendor to identify individual teacher impact on student achievement by gathering information on instructional variables using the data collected from the student growth model.	Assessment Unit	March 2010
2 - Conduct study to support innovative strategies using student individual results from state exam to implement teaching best practices. (Note: This process is ongoing)		June / August 2011
3 - PRDE will share results with teachers to promote reflective practitioners, considering the impact that teachers have in their daily instruction, the use of formative and summative assessment, and participation in intervention projects. (Note: This process is an ongoing)		August 2011
4 - Post results on PRDE website. (Note: This process is ongoing)		September 2012

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

PRDE Assessment Unit

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

- Assure assessment contract is granted by June 2010.
- Data must be comparable with 2010 assessment results.



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PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS

Indicator ID: (b) (3)	Description: Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.			
Area: Improving Collection and Use of Data	Plan Covers: (mark with an X those that apply)	Collection x	Public Reporting	Public Reporting Timeframe
Entity Responsible for Implementation: PRDE Assessment Director				

- Present study to TAC team for approval of USDE.

E) PROGRESS REPORTING

PRDE Tracking Tool

F) BUDGET (INCLUDING SOURCES)

\$ 350,000.00



## COMMONWEALTH OF PUERTO RICO

### DEPARTMENT OF EDUCATION

#### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (c)(4)	<b>Description:</b> Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessment			
<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i>	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Person and Entity Responsible for Implementation:</b> Head of the Special Education Unit, in coordination with the Puerto Rico Department of Education (PRDE) Webmaster				

#### A) EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	The goal of this plan is to ensure the accurate annual public reporting of the aforementioned indicator in the PRDE website. The office originating this content will define the most efficient layout and agree on a site location with the Webmaster. They will also establish a joint calendar for updating the information online on an annual basis.
<b>Overall Completion Date:</b>	August 2010
<b>Overall Implementation Budget:</b>	\$0 (since this task can be performed with the PRDE's current resources)

#### B) IMPLEMENTATION ACTION PLAN

The indicator suggests an analysis of the appropriateness and effectiveness of the accommodations provided to students with disabilities in a manner that those accommodations will ensure their participation in state assessment. Puerto Rico collects this information, but it does not currently make it available on the PRDE website.

Accommodations for Special Education students served by the PRDE are indicated in their Individual Educational Plan (IEP). The IEP team determines upon discussion which accommodation fits better for both instructional and state assessment that will allow the students to participate and show performance. PRDE has high expectations, quality standards and assessments that challenge all students including students with disabilities. Puerto Rico has in place settings where these students can actually participate in state assessment: Regular Assessment with accommodations and the Alternate Assessment for those identified as student with significant cognitive disabilities. The Alternate Assessment is close to being approved by the USDE.

Accommodations are set prior the student's participation and are provided during the administration of the test. Whatever is evidenced in the IEP has to be provided to the student so he can fully participate. PRDE conducted a Survey on accommodation usage in March 2009, during the 2008-2009 state assessment administration. The overall result indicates that 77% of the participants received some accommodations or support during the test and the same percentage indicated that those accommodations helped them to participate and answer the test. Based on those preliminary results and analysis between the different accommodations provided and the impact of the performance will be conducted. It is preliminary obvious that accommodation are provided that allows the students with disabilities participation in the process. The IEP team perspective will be considered to determine the accommodations appropriateness. The data and student outcomes in 08-09 test administration will be taken as our base line for further analysis. No comparisons between 07-08 and 08-09 could be made because of the implementation of the new test. An overall preliminary completion date will be by fall. The study will consider data analysis of frequency of accommodation use, the disability and group performance and will be managed in two phases:

- data collection and study design
- the analysis of data and results dissemination.

Further follow up studies will be conducted for the 2009-2010 Assessment results.

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>1</b> - Define the most efficient layout for the online reporting of this indicator.	Head of the Special Education Unit	2/2010
<b>2</b> - Define the most logical location for this indicator data within the PRDE's website.	Head of the Special Education Unit and Webmaster	3/2010
<b>3</b> - Establish a joint calendar and process for submitting and uploading information unto the website on an annual basis, based on the availability of updated indicator information.	Head of the Special Education Unit and Webmaster	4/2010
<b>4</b> - Submit the initial data to the PRDE Webmaster for uploading.	Head of the Special Education Unit	6/2010
<b>5</b> - Verify the correct uploading of the indicator information.	Head of the Special Education Unit	7/2010
<b>6</b> - Provide the US Department of Education with the hyperlink to the indicator data on the PRDE website.	Head of the Special Education Unit	8/2010

### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

Head of the Special Education Unit, as the person in charge of implementing this indicator in the PRDE, will coordinate with the Webmaster to ensure proper public reporting on the PRDE's website. The Webmaster is the principal gatekeeper for all PRDE online content and must therefore be involved in this process.

### **D) FORESEEN OBSTACLES TO IMPLEMENTATION**

We foresee no obstacles at this moment for the public reporting of this indicator.

### **E) PROGRESS REPORTING**

Progress reports regarding this plan will be submitted quarterly to the US Department of Education by the PRDE via the Puerto Rico Governor's Office. These reports will track the status of milestone tasks and identify major changes to the plan, if any.

### **F) BUDGET (INCLUDING SOURCES)**

\$0 (since this task can be performed with the PRDE's current resources).



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (6)	<b>Description:</b> Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.			
<b>Area:</b> Standards and Assessment	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i>	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i>
<b>Entity Responsible for Implementation:</b> PRDE State Coordinator in the Federal Affairs Office and Title III Director from the PRDE Academic Affairs Under-Secretariat				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	PRDE provides an Accommodation Manual for Limited Spanish Proficiency Students, which must be uploaded to the PRDE website.
<b>Overall Completion Date:</b>	September 2011
<b>Overall Implementation Budget:</b>	\$8,500.00

**B) IMPLEMENTATION ACTION PLAN**

<i>MILESTONE (ACTION)</i>	<i>PERSON RESPONSIBLE</i>	<i>EXPECTED COMPLETION DATE</i>
1. "Accommodation Manual 2008" (See Contract)	Academic Affairs	May 2010
2. Projected date to be posted in the data PRDE Website	Academic Affairs	September 2011

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

1. Present the "Manual de Acomodos para los *Limited Spanish Proficiency Students*" to School Directors, teachers and parents
2. Professional development in order to explain the Circular Letter regarding Puerto Rico Public Policy for Limited Spanish Proficiency Student
3. Perform a validation process with the accommodations

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

1. We might come across difficulties with Special Education Students (Homebound Student), particularly with those that cannot read or write due to physical and biological impediments
2. The need for higher qualified data analysts

**E) PROGRESS REPORTING**

Accommodation Manual and Contract





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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (6)	<b>Description:</b> Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.			
<b>Area:</b> Standards and Assessment	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i>	<i>Public Reporting</i> x	<i>Public Reporting Timeframe</i>
<b>Entity Responsible for Implementation:</b> PRDE State Coordinator in the Federal Affairs Office and Title III Director from the PRDE Academic Affairs Under-Secretariat				

**F) BUDGET (INCLUDING SOURCES)**

1. Puerto Rico Department of Education made a CONTRACT FOR PROFESSIONAL SERVICES with Dr. Arnhilda Badia, an Education Specialist Consultant in order to develop a "Manual de Acomodos Razonables for **Limited Spanish Proficiency Students** in Puerto Rico"
2. Dr. Arnhilda Badia also provided consulting services, training and technical assistance to the DEPARMENT in the area of federal education law and Title III Program.
3. The Manual de Acomodo includes:
  - Introduction
  - NCLB Requirements
  - Purpose
  - LSP characteristics
  - Types of accomodations
  - Other parts
4. Total Cost \$ 8,500.00



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (7)	Confirm whether the State provides native language versions of State Assessment for limited English Proficient students that are approved by the Department.			
<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X PRDEWeb-base	<i>Public Reporting Timeframe</i>
<b>Entity Responsible for Implementation:</b> Assessment Unit and Academic Services Title III Program Director				

**EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	Puerto Rico State Assessment Program does not provide an English version of the State Assessment projects but offers an accommodation model.
<b>Overall Completion Date:</b>	May 2010
<b>Overall Implementation Budget:</b>	\$ 8,500.00

**A) IMPLEMENTATION ACTION PLAN**

<i>MILESTONE (ACTION)</i>	<i>PERSON RESPONSIBLE</i>	<i>EXPECTED COMPLETION DATE</i>
1. Petition for the accommodation manual to be posted on the website See Attachment 1 (Contract) See Attachment 2 "Manual de Acomodos"	Assessment Unit  Title II Director (Academic Services)	May 2010
2. Develop an ongoing process of training for Teachers and School Principals.	Title III Director (Academic Services) Spanish Supervisors	May 2010

**B) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

See Attachment

**C) FORESEEN OBSTACLES TO IMPLEMENTATION**

None

**D) PROGRESS REPORTING**

See Attachment

**E) BUDGET (INCLUDING SOURCES)**

\$8,500.00



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (10)	<b>Description:</b> Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).			
<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection In progress</b>	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

**A) EXECUTIVE SUMMARY**

<b>Overall Completion Date:</b>	February 2013
<b>Overall Implementation Budget:</b>	\$6,000.00

Increasing the number of students graduating with a high school diploma has been shown to be essential for improving economic and social conditions in all countries. Also, graduation rates represent an important indicator of the extent to which schools and districts are preparing students for post-secondary education and the workforce.

Recently, the U.S. Department of Education (USED) established a uniform measure of the high school graduate rate that is comparable across States and is designed to improve high school accountability. The new graduation rate calculation will also improve the understanding of the characteristics of the population of students who do not earn a regular high school diploma or who take longer than the standard number of years to graduate. This measure calculates the number and percentage of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Graduation Rate is one of the measures used to calculate Adequate Yearly Progress (AYP) under No Child Left Behind. This rate is defined in Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) 34 C.F.R. §200.19. On October 29, 2008, USED published the final regulations and issued the regulation's guidance on December 22, 2008.

The new regulations use a standard adjusted-cohort measurement that measures the number of students who graduate in a standard number of years with a regular high school diploma by the number of students who form the adjusted cohort for that particular class. For US high schools, which are predominantly four years long, the cohort starts with the 9<sup>th</sup> grade and ends with graduation in the 12<sup>th</sup> grade. However since most Puerto Rico High Schools have three grades, Puerto Rico will report a three-year adjusted cohort graduation rate starting with the 10<sup>th</sup> grade and ending with graduation in the 12<sup>th</sup> grade.

The cohort graduation rate is disaggregated by subgroups at the school, local educational agency (LEA) and State level as required by law. The subgroups include: economically disadvantaged students, students from major racial and ethnic



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (10)	<b>Description:</b> Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).			
<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> <small>(mark with an X those that apply)</small>	<b>Collection</b> In progress	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

groups, students with disabilities, and LEP students. States and LEAs are not required to disaggregate graduation rate data by migrant status or gender for the purpose of reporting graduation rates.

The States and their LEAs must report the four-year graduation rate in the aggregate and disaggregate on report cards providing assessment results for the 2010-2011 school year. This requirement is to be implemented within the State report cards, required by section 1111(h) of ESEA.

The State must then include the four-year graduation rate in AYP determinations for schools and LEAs and the State beginning with determinations based on the assessments administered in the 2011-2012 school year. The 2008 Title I regulations also require each State to set a goal and targets for high school graduation and incorporate the goal and targets into its AYP definition, beginning in 2009-2010.

If a State or its LEAs cannot calculate the four-year graduation rate in time to report it on either the State or LEA report card providing assessment results for the 2010-2011 school year, the State may request an extension of the deadline from the Secretary (34 C.F.R. §200.19(b)(7)(i)). If a State is unsure if it can meet the reporting deadline, it must submit a request for an extension to USED. Pursuant to 34 C.F.R. § 200.19(b)(7), the Puerto Rico Department of Education (PRDE) requested an extension of the deadline to report its graduation rate data required under 34 C.F.R. § 200.19(b)(4)(ii)(a). In response to PRDE request, a letter was received by July 21, 2009, approving the following:

- Use of a three-year adjusted cohort graduation rate
- A one-year extension to report its three-year adjusted cohort graduation rate
- Continue using the graduation rate in its current Accountability Workbook as its transitional rate until it can report its three-year adjusted graduation rate in 2011-12.

The USED approval letter also required to report its three-year adjusted cohort graduation rate with assessments administered in 2011-2012 and to include it in AYP determinations based on assessments administered in 2012-13.



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (10)	<b>Description:</b> Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).			
<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection In progress</b>	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

The States have to define those components of the graduation rate that will be required starting with the 2009-2010 school year. These components are described in the *Revised Public Policy HS Graduation Rate, November 24, 2009* as part of the public policy of the Puerto Rico Department of Education (PRDE).

Beginning with the **2011-2012** school year, the three-year adjusted-cohort graduation rate will be used for reporting purposes based on the assessments administered in the 2011-2012 and **for AYP** determinations based on assessments administered in the 2012-2013 school year.

School Year	Grade	Rate used for Reporting and AYP determination
2009-2010	10	Transitional Graduation Rate
2010-2011	11	Transitional Graduation Rate
2011-2012	12	Three-year Adjusted Cohort Graduation Rate for reporting only. Transitional Graduation Rate for AYP.
2012-2013	Cohort	Three-year Adjusted Cohort Graduation Rate for reporting and AYP determination.

Puerto Rico will lag its graduation rate to include summer school graduates in the graduation rates for AYP determinations. Puerto Rico will announce AYP determinations for the 2012-2013 school year prior to the start of the 2013-2014 school year using assessment results from the 2012-2013 school year and the graduation rate from the 2011-2012 school year (which includes students who graduated in summer 2012). Lagging its graduation rate in this manner will provide Puerto Rico with a more complete picture of the on-time graduation rate, while also allowing additional time to review and ensure accuracy of graduation rate data without delaying annual AYP determinations.

Data Reporting Concerns and Data Management



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<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> <small>(mark with an X those that apply)</small>	<b>Collection In progress</b>	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

In order to ensure data quality, PRDE will monitor and audit at the school level the following:

1. **Reporting of Student ID Identifier.** All students that are attending school have to be enrolled in the Student Information System (SIS). The SIS generates a unique *Student Number*. This unique *Student Number* is used to track students and will be used as a mechanism to track the graduation cohort. The school is responsible for avoiding the creation of a duplicate record for any student in order to accurately track students across the reporting years.
2. **Enrollment or end codes enter in the SIS.** Problems can occur when codes are entered into the SIS incorrectly. For each valid enrollment or exit code, supporting documentation is required for auditing purposes. Codes entered in the SIS should match with the written documentation required at the school level. Schools will be accountable for archiving the supporting documentation.
3. **Missing data or incomplete data.** Complete demographic, program and academic data for every student must be entered in the SIS. This data should include grade level, ethnic group, disability status, LSP status, and the socioeconomic data. This information is also needed to meet other federal accountability reporting requirements to support program funding.
4. **Assignment of the appropriate cohort.** The students will be assigned to the appropriate cohort when the student enter 10th grade. Once a student is assigned to a cohort, the student has to be maintained in it no matter if the student is retained in the 10th, 11th or 12 th grade or if the student graduated before the year he was supposed to graduate.
5. **Accuracy of the grade level.** Schools are responsible for updating and correcting the grade level of the student in the SIS during the three-year period. A student that has the same grade level in a two or three year period means that the student was retained in the grade. This student is not going to be counted as a graduate but is maintained in the adjusted-cohort (denominator) of the formula.
6. **Identification of the first time 10<sup>th</sup> graders.** By default in the SIS, all students entering grade 10 are first time 10<sup>th</sup> graders. *In the first year of this program*, schools are responsible for identifying the students that are repeating the 10<sup>th</sup> grade from the prior year. The SIS has an identification field for this purpose. A *Quick Guide* for the schools that describes how to do this process has been prepared. A programmed procedure will use this identification field to



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<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> <small>(mark with an X those that apply)</small>	<b>Collection In progress</b>	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

remove these students from the graduation rate calculation. The correct identification of the repeaters students at the school level is necessary to ensure the accuracy of the calculation of the graduation rate.

The Student Information System will be used to capture the information about students and their progress. Managing student information is the responsibility of each school.

**B) IMPLEMENTATION ACTION PLAN**

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
Disseminate the public policy as described in the <u><i>Revised Public Policy HS Graduation Rate, November 24, 2009</i></u> to the different levels in PRDE.	Statistics Division	Ongoing process, during the three school years of implementation (2009-10 to 2011-12)
Finalize the revision of the technical manual prepared as a guide to the IT personnel. This technical manual should includes: <ul style="list-style-type: none"> <li>a. Programming procedures needed to generate and calculate the rate</li> <li>b. Description of the source of the data and SIS fields used</li> <li>c. The basic operations that has to be used to calculate the rate</li> <li>d. Validation procedures to ensure data quality</li> </ul>	IT personnel, Statistics Division	January 2010
Include the implementation process of the graduation rate in the 2009-2010 Second Semester SIS Calendar	Statistics Division	January 2010



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<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> <small>(mark with an X those that apply)</small>	<b>Collection</b> In progress	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

MILESTONE (ACTION)	PERSON RESPONSIBLE	EXPECTED COMPLETION DATE
Monitor monthly the data entry in the SIS of the 10 <sup>th</sup> graders to ensure data quality. This data includes: <ol style="list-style-type: none"> <li>1. Socioeconomic data</li> <li>2. Disability status</li> <li>3. LSP status</li> <li>4. Ethnic and racial group</li> </ol>		Ongoing process, during the three school years of implementation (2009-10 to 2011-12)
Generate monthly reports and disseminate it to the schools. Schools will have the responsibility to fix incorrect data in the SIS.		Ongoing process, during the three school years of implementation (2009-10 to 2011-12)
Monitor the implementation of the cohort rate: <ol style="list-style-type: none"> <li>1. 2009-2010, Grade 10</li> <li>2. 2010-2011, Grade 11</li> <li>3. 2011-2012, Grade 12</li> </ol>		Ongoing process, during the three school years of implementation (2009-10 to 2011-12)
Calculation of the first cohort graduation rate for reporting process	Statistics Division	July 2012
Publish the graduation cohort rate in the state report card and in the school report card	Evaluation Office	July 2012





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<b>Area:</b> Standards and Assessments <small>A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.</small>	<b>Plan Covers:</b> <small>(mark with an X those that apply)</small>	<b>Collection In progress</b>	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics Department of Education				

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<ul style="list-style-type: none"> <li>Review and update the report card</li> <li>Prepare a new template</li> </ul>		
Submit through the EDEN Submission System of ED Facts the N-file related to the graduation rate (N151) <ul style="list-style-type: none"> <li>Prepare the files</li> <li>Check possible format and validation errors</li> <li>Fix format errors or validation errors, if necessary</li> <li>Re-submit the files, if necessary</li> </ul>	Planning Office	February 2013

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The work plan will be coordinated by the Auxiliary Secretary of Planning and Educational Development of the PRDE. The Statistics Office will be the office responsible for the execution of the plan and progress reports. It consists of a Statistical Director, one (1) specialist in educational investigations and (1) secretary.

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

The possible obstacle is lack of skilled reporting/technology personnel for the completion of the tasks detailed in the plan.

**E) PROGRESS REPORTING**

A quarterly report detailing executed and planned tasks will be posted on the PRDE website.

**F) BUDGET**

\$ 6,000.00 for the hiring of reporting personnel.



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (11)	<b>Description:</b> Provide for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA) within 16 months of receiving a regular high school diploma.			
<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> x	<b>Public Reporting</b> x	<b>Public Reporting Timeframe</b> x
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics. A Project Manager will be responsible for overseeing the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	In order to track information on those students that graduate from high school and enroll in a higher education institution, the PRDE will implement a transitional strategy to begin the collection of data until the proposal PR-SLDS submitted to the IES is approved. This strategy will provide the necessary data to meet the reporting requirement for Indicator (c) (11).
<b>Overall Completion Date:</b>	June 2011
<b>Overall Implementation Budget:</b>	\$362,000.00

**B) IMPLEMENTATION ACTION PLAN**

PRDE will implement a transitional strategy to begin the collection of data required in Indicator (c) (11). At this moment, Puerto Rico does not have interoperability between K-12 and IHE systems, so an alternate method will be implemented in order to meet the requirements of the indicator. Currently, PRDE is implementing a K-16 pilot project in 30 high schools. This project will be expanded across the public and private high schools. After the approval of the PR-SDLS grant, the transitional strategy will be integrated into the longitudinal data system project. The approval of this grant will enable PR to develop a true SDLS and the necessary interoperability with the IHE system.

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1 - Leverage K-16 pilot project across public high schools	OSIATD	JULY 2010
2 - Incorporate private high schools in the K-16 project through PRGCE (Puerto Rico General Council on Education)	PLANNING OFFICE DIRECTOR	OCTOBER 2010
3 - Determine an alternate method for the collection and storage of the data	PLANNING OFFICE DIRECTOR	OCTOBER 2010
4 - Update PRDE SIS (SIE) with the exit enrollment codes and destination codes required	SIS OFFICE	JULY 2010
5 - Update quick guides and the SIE in order to track graduates	SIS OFFICE	JULY 2010
6 - Determine reporting requirements	PLANNING	JULY 2010



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<b>Indicator ID:</b> (c) (11)	<b>Description:</b> Provide for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA) within 16 months of receiving a regular high school diploma.			
<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> x	<b>Public Reporting</b> x	<b>Public Reporting Timeframe</b> x
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics. A Project Manager will be responsible for overseeing the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
	OFFICE DIRECTOR	
<b>7 -</b> Develop MOU's with IHE's and private schools	PLANNING OFFICE DIRECTOR	OCTOBER 2010
<b>8 -</b> Integration with PR-SLDS project (pending approval)	HEAD PROJECT MANAGER	JUNE 2011

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

A head Project Manager designated within the PRDE will be responsible for overseeing the implementation of the Plan. This manager has to ensure that the activities established in the implementation plan are achieved on time and within the budget.

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

Funding for this plan is mostly contingent of the Recovery Act's Statewide Longitudinal Data System proposal competition, which are slated to be announced by the US Department of Education after the 1<sup>st</sup> quarter of 2010.

**E) PROGRESS REPORTING**

Progress will be reported monthly through the PRDE Portal. The progress report will include the activities that have been done, pending activities, completion date, and the percentage of progress of the Plan.

**F) BUDGET (INCLUDING SOURCES)**

Consultants	\$350,000.00
Newspaper Ad	\$2,000.00
Training Materials	\$10,000.00



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<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> x	<b>Public Reporting</b> x	<b>Public Reporting Timeframe</b> x
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics. A Project Manager will be responsible for overseeing the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

The PRDE will include a category in its FY 2010-2011 State Budget for those items not covered by the PR-SLDS proposal. The SLDS implementation will take place after the proposal is approved by the USDE.

**G) PLAN ELEMENT VERIFICATION**

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section 1).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c) (11)		X
Indicator (c) (12)		X



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<b>Indicator ID:</b> (c) (12)	<b>Description:</b> Provide for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34CFR 200.19(b)(1)(i), who enroll in a public IHE (as defined in section 101(a) of the HEA in the state within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.			
<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> x	<i>Public Reporting</i> x	<i>Public Reporting Timeframe</i> x
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics and the PRDE Chief Technology Officer. A Project Manager will be responsible for overseeing the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	In order to track information on those students that graduate from high school and enroll in a higher education institution, PRDE will implement a transitional strategy to begin the collection until the proposal PR-SLDS submitted to the IES is approved. This transitional strategy will provide the necessary data to meet the reporting requirement for Indicator (c) (12).
<b>Overall Completion Date:</b>	June 2011
<b>Overall Implementation Budget:</b>	\$362,000.00

**B) IMPLEMENTATION ACTION PLAN**

PRDE will implement a transitional strategy to begin the collection of data required in Indicator c11. At this moment, Puerto Rico does not have interoperability between K-12 and IHE systems, so an alternate method will be implemented in order to meet the requirement of the indicator. Currently, PRDE is implementing a K-16 pilot project in 30 high schools. This project will be expanded across the public and private high schools. The approval of this grant will enable PR to develop a true SDLS and the necessary interoperability with the IHE system. After the approval of the PR-SDLS grant, the transitional strategy will be integrated in the longitudinal data system project.

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
<b>1 - Leverage K-16 pilot project across public high schools</b>	OSIATD	JULY 2010
<b>2 - Incorporate private high schools in the K-16 project through PRGCE (Puerto Rico General Council on Education)</b>	PLANNING OFFICE	OCTOBER 2010
<b>3 - Determine an alternate method for data collection and storage</b>	PLANNING OFFICE	OCTOBER 2010
<b>4 - Update PRDE SIS (SIE) with the required exit enrollment codes and destination codes</b>	SIE OFFICE	JULY 2010
<b>5 - Update quick guides and the SIE in order to track graduates</b>	SIE OFFICE	JULY 2010
<b>6 - Determine reporting requirements</b>	PLANNING	JULY 2010



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<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics and the PRDE Chief Technology Officer. A Project Manager will be responsible for overseeing the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

<i>MILESTONE (ACTION)</i>	<i>PERSON RESPONSIBLE</i>	<i>EXPECTED COMPLETION DATE</i>
	OFFICE	
7 - Develop MOU's with IHE's and private schools	PLANNING OFFICE	OCTOBER 2010
8 - Integration with PR-SLDS project (pending approval)	HEAD PROJECT MANAGER	JUNE 2011

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

A head Project Manager designated within the PRDE will be responsible for overseeing the implementation of the Plan. This manager has to ensure that the activities established in the implementation plan are achieved on time and within the budget.

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

Funding for this plan is mostly contingent on the results of the Recovery Act's Statewide Longitudinal Data System proposal competition, which are slated to be announced by the US Department of Education after the 2<sup>nd</sup> quarter of 2010.

**E) PROGRESS REPORTING**

This reporting will be done on a quarterly basis and posted on the PRDE website. The progress report will address the status of current and future tasks.

**F) BUDGET (INCLUDING SOURCES)**

Consultants	\$350,000.00
Newspaper Ad	\$2,000.00
Training Materials	\$10,000.00



COMMONWEALTH OF PUERTO RICO

DEPARTMENT OF EDUCATION

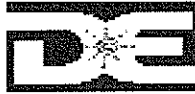
**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (c) (12)	<b>Description:</b> Provide for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34CFR 200.19(b)(1)(i), who enroll in a public IHE (as defined in section 101(a) of the HEA in the state within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.			
<b>Area:</b> Standards and Assessments	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> PRDE Auxiliary Secretary of Planning, Unit of Statistics and the PRDE Chief Technology Officer. A Project Manager will be responsible for overseeing the implementation of the Plan, as described in the proposal submitted to the IES SDLS Grant.				

The PRDE will include a category in its FY 2010-2011 State Budget for those tasks not covered by the PR-SLDS proposal. The SLDS implementation will take place after the proposal is approved by the USDE.

**A) PLAN ELEMENT VERIFICATION**

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section 1).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c) (11)		X
Indicator (c) (12)		X



# COMMONWEALTH OF PUERTO RICO

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### PUERTO RICO STATE PLAN SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (d) (1)	<b>Description:</b> Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i>	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Person and Entity Responsible for Implementation:</b> PRDE Undersecretary of Academic Affairs				

#### A) EXECUTIVE SUMMARY

<b>Summary of Strategy:</b>	Design the methodology for the calculation and publication of the average statewide school gain as part of the State Report Card.
<b>Overall Completion Date:</b>	April 2011
<b>Overall Implementation Budget:</b>	\$16,000.00

#### B) IMPLEMENTATION ACTION PLAN

<i>MILESTONE (ACTION)</i>	<i>PERSON RESPONSIBLE</i>	<i>EXPECTED COMPLETION DATE</i>
1 - Define the concept "average statewide school gain" for the reading/language arts assessment.	Undersecretary of Academic Affairs	June 2010
2 - Establish the methodology to calculate the "average statewide school gain" for the state for the all student category and student subgroups.	Evaluation Unit Director	October 2010
3 - Design the template to present the information.	Evaluation Unit Statistician	November 2010
4 - Provide the software and hardware to manage the database.	Undersecretary of Academic Affairs	November 2010
5 - Migrate the information to template.	Evaluation Unit Programmer	January 2011
6 - Validate the information.	Evaluation Unit Statistician	February 2011
7 - Publish in the web as part of the State Report Card.	PRDE Webmaster	June 2011



### **C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The Assessment Office of the Undersecretary of Academic Affairs will provide to the Evaluation Unit, the assessment database that the vendor will produce every year. The Evaluation Unit will be responsible for the calculations and coordination with the Webmaster at the Information Systems Office to assure the publication of the data. The Undersecretary of Academic Affairs will offer assistance and the computers to manage the database.

### **D) FORESEEN OBSTACLES TO IMPLEMENTATION**

The hardware needs to be replaced and modified due to memory demand of the database and the work to be done for the publication in the web.

### **E) PROGRESS REPORTING**

The reporting will be done by the Evaluation Unit Director on a quarterly basis. It will include current and future activities and will be posted at the PRDE website.

### **F) BUDGET (INCLUDING SOURCES)**

The budget of \$16,000.00 will be expended in the acquisition of the hardware and software needed to manage the database. The human resources that will be assigned to the tasks are already part of the PRDE personnel and are highly qualified. The human resources are from the Evaluation Unit and from the Information Systems Office (Webmaster). The current PRDE website will be used to make the information available to the public as part of the existing State Report Card.



COMMONWEALTH OF PUERTO RICO

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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (d) (2)	<b>Description:</b> Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i>	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> PRDE Undersecretary of Academic Affairs, Evaluation Unit				

**A) EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	Design the methodology for the calculation and publication of the average statewide school gain as part of the State Report Card.
<b>Overall Completion Date:</b>	April 2011
<b>Overall Implementation Budget:</b>	\$3,000

**B) IMPLEMENTATION ACTION PLAN**

MILESTONE (ACTION)	PERSON RESPONSIBLE	EXPECTED COMPLETION DATE
1 - Define the concept "average statewide school gain" for the mathematics assessment.	Undersecretary of Academic Affairs	June 2010
2 - Establish the methodology to calculate the "average statewide school gain" for the state for the all student category and student subgroups.	Evaluation Unit Director	October 2010
3 - Design the template to present the information.	Evaluation Unit Statistician	November 2010
4 - Provide the software and hardware to manage the database.	Undersecretary of Academic Affairs	November 2010
5 - Migrate the information to template.	Evaluation Unit Programmer	January 2011
6 - Validate the information.	Evaluation Unit Statistician	February 2011
7 - Publish in the web as part of the State Report Card.	PRDE Webmaster	June 2011

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The Assessment Office of the Undersecretary of Academic Affairs will provide to the Evaluation Unit the assessment database that the vendor will produce every year. The Evaluation Unit will be responsible for the calculations and coordination with the Webmaster at the Information Systems Office to assure the publication of the data. The Undersecretary of Academic Affairs will offer assistance and the computers to manage the database.



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (d) (2)		<b>Description:</b> Provide, for the State, the average statewide school gain in the "all students" category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.		
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i>	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> PRDE Undersecretary of Academic Affairs, Evaluation Unit				

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

The hardware needs to be replaced and modified due to memory demand of the database and the work to be done for the publication in the web.

**E) PROGRESS REPORTING**

The reporting will be done by the Evaluation Unit Director on a quarterly basis. It will include current and future activities and will be posted on the PRDE website.

**F) BUDGET (INCLUDING SOURCES)**

The budget is \$ 3,000 for the human resources needed to assist in the PRDE data warehouse modifications.



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (d )(3)	<b>Description:</b> Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Person and Entity Responsible for Implementation:</b> PRDE Undersecretary of Academic Affairs				

**EXECUTIVE SUMMARY**

<b>Summary of Strategy:</b>	Modify the existing information to add the persistently lowest achieving schools.
<b>Overall Completion Date:</b>	September 2011
<b>Overall Implementation Budget:</b>	\$3,000

**A) IMPLEMENTATION ACTION PLAN**

<i><b>MILESTONE (ACTION)</b></i>	<i><b>PERSON RESPONSIBLE</b></i>	<i><b>EXPECTED COMPLETION DATE</b></i>
1 - Identify the database with the persistently lowest-achieving schools.	Evaluation Unit Director	January 2011
2 - Modify the Title I list of schools in improvement, corrective action or restructuring.	Evaluation Unit Director	June 2011
3 - Publish on the web the modified list to incorporate persistently lowest-achieving schools.	PRDE Webmaster	July 2011
4 - Modify the State Report Card template to provide the number of Title I schools in improvement, corrective action or restructuring that are identified as persistently lowest-achieving schools.	Evaluation Unit Programmer and Data Warehouse Personnel	August 2011
5 - Publish on the web the modified State Report Card template with the persistently lowest-achieving schools by improvement status.	PRDE Webmaster	September 2011

**B) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The PRDE Assistant Secretary for Planning will provide the database for the reporting needs. The Undersecretary for Academic Affairs will offer assistance and monitoring for compliance with this task.

**C) FORESEEN OBSTACLES TO IMPLEMENTATION**

This indicator depends on the definition of persistently lowest-achieving schools, addressed in another state plan as part of this application.



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***PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS***

<b>Indicator ID:</b> (d )(3)	<b>Description:</b> Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Person and Entity Responsible for Implementation:</b> PRDE Undersecretary of Academic Affairs				

**D) PROGRESS REPORTING**

The reporting will be done by the Evaluation Unit Director on a quarterly basis. It will include current and future activities and will be posted on the PRDE website.

**E) BUDGET (INCLUDING SOURCES)**

Current Evaluation Unit and Information Systems Office personnel will implement this plan. Yet, the Information Systems Office may need additional support in the data warehousing area. We estimate this support will cost approximately \$3,000.



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PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS

<b>Indicator ID:</b> (d) (4)	<b>Description:</b> Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Director of USATAD, Office of Federal Affairs and Academic Affairs				

**A) EXECUTIVE SUMMARY**

PRDE does not have any schools that have been turned around, restarted, closed, or transformed. At this moment, PRDE is analyzing each one of the models and its implication in their implementation. Once this step is completed PRDE must make a determination of the models and schools to be implemented. At that moment, the Planning Office will prepare the list of the schools, including the model to be used which will be published in PRDE website.

<b>Summary of Strategy:</b>	USATAD Director will plan diverse meetings with academic personnel within the PRDE, Committee of Practitioners among other entities.
<b>Overall Completion Date:</b>	July 2011
<b>Overall Implementation Budget:</b>	\$15,000.00

**B) IMPLEMENTATION ACTION PLAN**

USATAD Director will set up a schedule of meetings to discuss the purposes, objectives and actions to be taken to complete the task.

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1. Establish a committee	USATAD Director	June 2010
2. Analyze each model and its implication in their implementation	USATAD Director	June 2010
3. Determination of models to be used	Secretary	July 2010
4. Prepare the list with the number and identities of the schools were the models will be implemented	Planning Office	August 2010
5. Publish list in the PRDE website	USATAD Director	August 2010
6. Annual revision and sending to website	USATAD Director	July 2011



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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Indicator ID:</b> (d) (4)	<b>Description:</b> Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Director of USATAD, Office of Federal Affairs and Academic Affairs				

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

The Undersecretary of Academic Affairs will assign the person responsible to follow up on these tasks and report to him.

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

The agreements between the PRDE with Teachers Union and School Principal Organizations could be obstacles to implementation.

**E) PROGRESS REPORTING**

Progress will be reported monthly.

**F) BUDGET (INCLUDING SOURCES)**

Part-time programmers will work with the data. They will work 20 hours a week from June 2010 to July 2011 at \$18.53 hour approximately.



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DEPARTMENT OF EDUCATION

**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Descriptor ID:</b> (d) (1)	<b>Description:</b> Provide the definition of "persistently lowest-achieving schools" (consistent with the requirement for defining this term set forth in the Definitions sections of the NFR) that the State uses to identify such schools.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<b>Collection</b> X	<b>Public Reporting</b> X	<b>Public Reporting Timeframe</b> X
<b>Entity Responsible for Implementation:</b> Director of USATAD Office of Federal Affairs and Academic Affairs				

**A) EXECUTIVE SUMMARY**

PRDE will define the "persistent lowest-achieving schools" following the NFR definition. The Undersecretary of Academic Affairs will convene a committee that will meet to reach the definition. The committee will be integrated by personnel from Academic Affairs, Academic Services, Planning Office and Federal Affairs Office. As a result of their work PRDE will use the concept "persistent lowest-achieving schools" properly according to the definition. Arrangements will be made to publish the information in the PRDE website.

<b>Summary of Strategy:</b>	The Director of USATAD will convene the working group that will analyze the information and provide the definition.
<b>Overall Completion Date:</b>	June 2011
<b>Overall Implementation Budget:</b>	No budget necessary.

**B) IMPLEMENTATION ACTION PLAN**

Start a committee to work on the definition of the persistently lowest achieving schools.

<b>MILESTONE (ACTION)</b>	<b>PERSON RESPONSIBLE</b>	<b>EXPECTED COMPLETION DATE</b>
1 - Establish the committee and the work timeline.	USATAD Director	February, 2010
2 - First meeting with the committee to explain the objective and distribute the necessary information.	USATAD Director	February, 2010
3 - Second meeting to analyze the information and state a definition.	Committee	March, 2010
4 - Hand the definition to the Undersecretary for approval.	Committee	March, 2010
5 - Send the definition to the person responsible for the website.	USATAD Director	April, 2010
6 - Annual revision and sending to website (based on 2010 state assessment results).	USATAD Director	June, 2011

**C) IMPLEMENTATION MANAGEMENT AND OVERSIGHT**

Undersecretary will assign a person responsible to give follow up to this task and report to him.

**D) FORESEEN OBSTACLES TO IMPLEMENTATION**

We foresee no obstacles to implement this task.

**E) PROGRESS REPORTING**

Progress will be reported annually.





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**PUERTO RICO STATE PLAN  
SFSF ASSURANCE INDICATORS**

<b>Descriptor ID:</b> (d) (1)	<b>Description:</b> Provide the definition of “persistently lowest-achieving schools” (consistent with the requirement for defining this term set forth in the Definitions sections of the NFR) that the State uses to identify such schools.			
<b>Area:</b> Supporting Struggling Schools	<b>Plan Covers:</b> (mark with an X those that apply)	<i>Collection</i> X	<i>Public Reporting</i> X	<i>Public Reporting Timeframe</i> X
<b>Entity Responsible for Implementation:</b> Director of USATAD Office of Federal Affairs and Academic Affairs				

**F) BUDGET (INCLUDING SOURCES)**

No additional budget is necessary since current PRDE personnel will accomplish the task.